

Texas Education Agency Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 Jan 22 PM 1:52 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	<small>Place date stamp here.</small>
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Texarkana Independent School District	75-6002579	Central Administration	
Mailing address line 2	City	State	ZIP Code
4241 Summerhill Road	Texarkana	TX	75503
County-		US Congressional	
District # Campus number and name	ESC Region #	District #	DUNS #
019-907 Multiple Campuses	8	4	09-896-7961

Primary Contact

First name	M.I.	Last name	Title
Autumn		Thomas	Deputy Superintendent
Telephone #		Email address	FAX #
903-794-3651, ext. 1012		Autumn.Thomas@txkisd.net	903-792-2632

Secondary Contact

First name	M.I.	Last name	Title
Wes		Kirkham	Executive Director of Inst. Svc
Telephone # 903-793-7561		Email address	FAX #
Ext. 1043		Wes.Kirkham@txklisd.net	903-255-3280

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul	A	Norton	Superintendent
Telephone #		Email address	FAX #
903-794-3651, ext. 1019		Paul.Norton@txklisd.net	903-792-2632
Signature (blue ink preferred)			Date signed



January 21, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Induction and Mentoring:

Texarkana ISD values the system of professional learning and the impact that adult learning has on student achievement. The district is committed to providing high quality professional learning to meet the needs of each developmental period in a teacher's career. The first stage and intensely critical phase of a teacher's career begins during their pre-teaching time as a student teacher or intern and continues through their third year in the classroom. Another important element beyond the initial induction training program is the impact that an experienced and well-trained mentor can have on the first and subsequent years of teaching for the novice teacher.

The induction system in Texarkana ISD will provide an initial five to seven days of training during the summer prior to the start of the school year. Within this induction period, teachers will receive training in the following components: classroom management, culture, and high expectations; content knowledge and pedagogy; professionalism, effective communication and collaboration.

Grant funds will be utilized to enhance the district's teacher induction model by developing and initiating a mentor program to provide beginning teachers with ongoing support and training in critical skill areas. Texarkana ISD will research best practices to implement a high quality mentor selection process, as well as a training model based on current research, and ensure that appropriate release and planning time are included to provide adequate opportunities for collaboration between mentor and mentee.

Evaluation:

Texarkana ISD believes that school improvement is about "learning first, teaching second, and then everything else supporting those functions" (English, 2012, Educational leadership at 2050: Conjectures, challenges, and promises. p.103). Improvement in these two priority areas is dependent on effective teacher evaluations and observations. Formal evaluations of teachers are based on the PDAS domains and criteria. Effective use of this evaluation instrument will produce increases in learner centered instruction, actively engaged students, and student success in learning. Frequent observations through the Data Walk process, PDAS walkthroughs, instructional rounds, and instructional coaching provide multiple opportunities for campus and district instructional leaders to observe and collect data for the purpose of improvement in classroom instruction (teaching) and student achievement (learning).

Professional Development and Collaboration:

Collaboration is essential in moving any professional development event from initiation and implementation to institutionalization as well as having a defining effect on student achievement. In order to ensure that regular collaboration opportunities are available during the school week for teachers to discuss and share pedagogical strategies, Texarkana ISD will commit to the following:

- Common Planning Time
- Collaboration within and among the Career Pathways
- Opportunities for Peer Observations
- Release Time for Mentors
- Release Time for Content Specialists
- Professional Learning Aligned to the Texarkana ISD Coherent Model for Learning
- Early Release Day and Professional Development Days
- Vertical Alignment PLC's to provide grade level collaboration during after school sessions

Texarkana ISD will provide multiple avenues for professional development activities and opportunities that are closely aligned to teaching and learning. These opportunities will be available during the school week through a job-embedded model where novice teachers, teacher leaders, mentors, content specialists, instructional coaches, and principals all work together to create a team atmosphere of learning focused on student achievement. Professional development activities and opportunities will be based on information from multiple sources including formal and informal teacher observations, Data Walks instructional walkthroughs, as well as student data from common assessments to determine curriculum mastery, formative assessment data and the summative data from the state assessment.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Strategic Compensation and Retention:

A comprehensive approach to teacher compensation and retention must be implemented in order to align with all the aspects of human capital management to support improvement in instruction. We have designed a comprehensive approach in designing teacher career pathways that keep teachers in the classroom while also supporting the mentoring and induction of new teachers. The compensation for these career pathways is based on additional responsibilities and professional growth from degrees, certifications, training hours and collaboration. To recruit and retain proven experienced teachers to high-poverty campuses and other high need areas such as math, we have developed a career pathway which has been an identified need for the past five years in Texarkana ISD. Also included is teacher performance pay on campuses which demonstrate student growth in the areas of reading and math.

Recruiting and Hiring:

The goal of effective recruiting and hiring strategies is to hire the best new teachers in order to have the greatest impact on student achievement. To meet this goal, we must recruit year round and increase our pool of qualified teaching candidates. We must also apply the most effective hiring and selection techniques in order to evaluate teaching applicants. This plan will allow for Early Notification Incentives for Teachers to increase the knowledge of teacher openings early in the year, and Recruitment Referral Incentives for current employees to refer outstanding teaching colleagues and candidates. This will also increase the community collaboration with our Diversity Awareness Committee to improve our minority and male teacher applicant pool. A district-level committee of administrators will be established to select specific hiring and selection training and develop a Texarkana ISD Teacher Candidate Rubric. The district training in hiring and selection for administrators and instructional leaders will provide more effective decision making in the employment of teachers. The Teacher Candidate Rubric will allow for a scoring method of evaluation based on identified teacher criteria of excellence.

Career Pathways:

U. S. Secretary of Education Arne Duncan said "We must build a culture nationally where great educators ... choose to work with the children and communities who need the most help." The Texarkana Career Pathways Model is designed to facilitate that culture. Teachers are provided with opportunities for advancement into leadership roles along a career path that allows them to take on additional responsibilities, perfect their art and science of teaching, and earn higher salaries without leaving the classrooms they love and the children who need their skills and passion the most. The Texarkana Career Pathways Model will include:

Level 1: Teacher Leaders

Level 2: Teacher Mentors

Level 3: Content Specialists

Level 4: Instructional Coaches

Highest Level: Teacher Practitioner - High Needs

Teachers will continue as full-time teachers at all levels of the model except Level 4 (Instructional Coach). At this level, teachers will be in the classroom 1/3 time. Each level provides teachers with opportunities to take on additional campus responsibilities and develop their leadership skills, while staying connected to students and the classroom. In addition, the model provides them with opportunities to enhance their professional knowledge base in both content knowledge and pedagogy. Along the career pathway, teachers will have opportunity to extend their professional growth by completing a master's degree at the district's expense and completing university-level certifications such as the Master Math Teacher (MMT), Master Reading Teacher (MMT) or Master Technology Teacher (MTT).

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Texas Education Agency Standard Application System (SAS)

Schedule #8—Program Budget Summary									
County-district number or vendor ID: 019907				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs		Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$815,000	50,000	865,000	815,000	50,000	865,000	
Schedule #8	Professional and Contracted Services (6200)	6200	110,000	\$	110,000	110,000	\$	110,000	
Schedule #9	Supplies and Materials (6300)	6300	25,000	\$	25,000	25,000	\$	25,000	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$	\$	\$	\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$950,000	50,000	1,000,000	950,000	50,000	1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$1,000,000		1,000,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.			\$100,000		100,000				
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 019907			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher	10		\$480,000	\$480,000
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director			\$	\$
5 Project coordinator	1		\$50,000	\$50,000
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Title			\$	\$
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$530,000	\$530,000
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$	\$
20 6119	Professional staff extra-duty pay		\$301,500	301,500
21 6121	Support staff extra-duty pay		\$	\$
22 6140	Employee benefits		\$33,500	\$33,500
23 61XX	Tuition remission (IHEs only)		0	0
24	Subtotal substitute, extra-duty, benefits costs		\$335,000	335,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$865,000	\$865,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Mentor Training	<input type="checkbox"/>	\$9,000	\$9,000
2	Hiring and Selection Training	<input type="checkbox"/>	\$9,000	\$9,000
3	New Teacher Induction	<input type="checkbox"/>	\$9,000	\$9,000
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$27,000	\$27,000
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$27,000	\$27,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$83,000	\$83,000	
(Sum of lines a, b, c, and d) Grand total		\$110,000	\$110,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						Year 1	Year 2
	#	Type	Purpose	Quantity	Unit Cost			
	1				\$			
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized						\$	\$
6399	Supplies and materials associated with advisory council or committee						\$	\$
Subtotal supplies and materials requiring specific approval:							\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:						\$25,000	\$25,000
Grand total:							\$25,000	\$25,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 019907			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	3,247	46.3%	Attendance rate	95.7%
Hispanic	915	13.0%	Annual dropout rate (Gr 9-12)	.9%
White	2,455	35.0%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	75	1.1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	14%
Economically disadvantaged	4,886	69.6%	Students taking the ACT and/or SAT	63.9%
Limited English proficient (LEP)	371	5.3%	Average SAT score (number value, not a percentage)	1548
Disciplinary placements	232	3.0%	Average ACT score (number value, not a percentage)	20.6

Comments

Enrollment is based on fall 2013 PEIMS. Missing from the above counts are the categories "2 or more" – 292 and American Indian – 33 students for a total enrollment of 7,017 participating in the grant.

Disciplinary placement counts are based on the 2013 TAPR report. A total of 4,053 disciplinary actions were reported to PEIMS in 2012-2013.

Information in the second column is from the 2013 TAPR report. SAT scores represent only 27 student testers. ACT scores represent 292 student testers.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	68	14%	No degree	1	.3%
Hispanic	26	5%	Bachelor's degree	297	62.4%
White	372	78%	Master's degree	178	37.3%
Asian	3	1%	Doctorate	0	0.0%
1-5 years exp.	165	34.7%	Avg. salary, 1-5 years exp.	\$38,696	N/A
6-10 years exp.	94	19.8%	Avg. salary, 6-10 years exp.	\$41,708	N/A
11-20 years exp.	110	23.1%	Avg. salary, 11-20 years exp.	\$48,687	N/A
Over 20 years exp.	78	16.3%	Avg. salary, over 20 years exp.	\$54,004	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	514	574	579	491	538	447	488	514	483	498	579	463	450	399	7,017
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:	514	574	579	491	538	447	488	514	483	498	579	463	450	399	7,017

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	28	34	35	33	36	35	33	34	36	38	40	40	37	31	490
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	28	34	35	33	36	35	33	34	36	38	40	40	37	31	490

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Schedule #13—Needs Assessment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD engages in multiple strategic needs assessment processes that culminate in both district and campus improvement plans and goals. The district has a District Quality Improvement Committee that meets to analyze data, engage in needs assessments, create surveys, and set goals for the district in the District Improvement Plan. Each campus has their own Campus Quality Improvement Committee that works with the district and independently to create their own Campus Improvement Plan that meets the needs identified in their campus needs assessment process through meetings, surveys, and data analysis while also aligning with the District Improvement Plan.

Starting in 2011, Texarkana ISD implemented a Data Walks program that includes administrators completing thousands of 4-minute observations of learning in classrooms throughout the district every year. The results are compiled for the district as well as for individual campuses, grade levels, and departments. Data gathered include student level of thinking, instructional strategies used, student-friendly learning objectives stated, alignment with state standards, student level of engagement, and type of assessment used. These data are reviewed throughout the year as district and campus leaders determine areas for instructional improvement and focus.

Texarkana ISD has also implemented "District Data Days" throughout each school year where campus and district administrators meet together to review and discuss assessment data, Data Walks data, interventions, discipline and attendance data, and campus needs. Short-term and long-term goals are created to focus campus activities on identified needs.

As a result of this data review, campus and district administrators create district-wide goals, and campuses meet to create their individual campus goals.

The total of these needs assessment processes yield goals for district and campus personnel identified through:

- District Improvement Plan
- Campus Improvement Plans
- District Data Walks Goals (Instructional Goals)
- Campus Data Walks Goals (Instructional Goals)

Texarkana ISD's 2013-2014 District Improvement Plan identifies a need and resulting goal to implement an instructional coaching model that includes an Instructional Coaching Academy and ongoing professional development to ensure effective implementation.

When appropriate, staff surveys and focus groups are created to identify and address specific needs. In 2014, all Texarkana ISD teachers were surveyed to determine their evaluation of specific programs in the district. More than half of all Texarkana ISD teachers participated in the survey that yielded these results:

- On a scale of poor, fair, good, or excellent:
 - o **44% of teachers with fewer than six years of experience rated the district's current Teacher Mentoring Program as poor or fair.**
 - o **31% of all teachers rated the district's "current opportunities for advancing your career" as poor or fair.**

Texarkana ISD has struggled in maintaining equitable quantities of highly effective teachers in its high-poverty schools for many years. In the district's Highly Qualified Teacher Focused Data Analysis Report for the 2012-2013 school year, an inequity of experience was identified on the district's high-poverty campuses compared to its lower poverty campuses. Because of this inequity, Texarkana ISD's Highly Qualified Teacher Continuous Improvement Plan for 2012-2013 set a goal to "research and **design compensation for teacher recruitment** and incentive stipends to be put into place for elementary campuses in the top quartile for poverty students to **recruit and retain experienced teachers** at these campuses."

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<u>Increase the number of highly effective teachers in high-poverty schools:</u> Texarkana ISD must create a teacher support structure and incentive program that results in placing our most effective and experienced teachers with our most at-risk students. We need teachers of excellence with a proven demonstration of student achievement serving our most at-risk students.	<u>Strategic Compensation Plan and Career Pathways:</u> Texarkana ISD will provide both a financial and a professional growth incentive for teachers to practice their expertise on campuses which serve our most needy students. <u>Advanced Degrees and Certifications:</u> Grant funds will provide teachers with opportunities to obtain a master's degree, certifications, and/or content expertise through summer academies.
2.	<u>Transformation in Teacher Career Track:</u> Currently, teacher leaders who desire to take on more responsibility and advance in leadership skills have a limited number of options, and all "promotions" serve to relocate them from the classroom to a district or campus administrator position. Our critical need is to develop a career track which grows leaders while keeping great teachers in the classroom with students.	<u>Compensation & Retention Plans, Career Pathways:</u> Texarkana ISD will provide teachers with opportunities to take on more responsibilities and advance in their leadership skills as they progress through multiple levels, including Teacher Mentors, Content Specialists, Instructional Coaches, and Teacher Practitioners – High Needs. The grant will provide us with the means to develop these levels and evaluate their effectiveness.
3.	<u>Effective Teacher Mentors & Mentoring Structure:</u> Texarkana ISD needs a teacher mentoring model which takes a comprehensive approach to nurturing teaching talent and which adequately prepares novice teachers to serve the high-needs students in our district. We also need time built into the model for novice teachers to meet with mentors.	<u>Teacher Induction & Mentoring: Career Pathways</u> Program includes a mentoring component. Beginning teachers will be paired with a mentor teacher who will have release time to support the assigned mentee. They will share a joint conference period. Mentor training model is structured and collaborative.
4.	<u>Effective Instructional Coaches & Coaching Structure:</u> The district needs an effective instructional coaching model that will help us close the perceived gap between theory and practice in effective teaching strategies	<u>Evaluation, Coaching Model (PD), Career Pathway:</u> The grant program will provide a career pathway which includes the opportunity for teachers to become an instructional coach. This position is a building-level administrator with 1/3 time classroom responsibilities – thus keeping that critical connection to the classroom. Instructional coaches will serve as curriculum specialists, instructional specialists, learning facilitators, resource providers, and catalysts for effective change.
5.	<u>Creative and Strategic Plans for Recruitment, Compensation, and Retention of Teacher:</u> Texarkana ISD struggles to recruit and retain qualified and effective teachers to meet the needs of its campuses. The district serves a large number of economically disadvantaged students, so closing the achievement gap is a critical factor in recruiting and retaining qualified personnel.	<u>Early Intention Incentive, Recruitment Incentives, Hiring and Selection Training, Teacher Candidate Rubric:</u> These will support recruiting and hiring of effective teachers. Grant educational advancement programs will provide opportunities for career advancement. <u>Mentor Program, Master's Program, Certifications & Career Pathways Model:</u> These will provide opportunities for professional growth, including content knowledge and pedagogy.

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Schedule #14—Management Plan

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Deputy Superintendent/HR	Experience: 20+ years' experience in human resources, employee benefits, and district administration. Effectively plans, develops, implements and evaluates functions of human resources and compensation.
2.	Coordinator of Teacher Induction & Mentoring	A record of experience in successful grant management. Effective communication skills. Ability to define problems, collect data, establish facts, and draw valid conclusions. Experience in the areas of program development, monitoring, and evaluation.
3.	Coordinator of Prof. Dev.	Experience: 18+ years' experience in education (teacher, campus administrator, and district administrator). History of successful experience with the design, delivery, and evaluation of targeted professional development.
4.	Director of Elementary Education	Experience: 20+ years' experience as a successful campus administrator. Directs, plans, evaluates and provides leadership for instructional programs.
5.	Exec. Dir. of Instructional Svc.	Experience: 20+ years' experience in education (teacher, campus administrator, and district administrator). Effectively plans, develops, implements and evaluates functions related to curriculum and instruction.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement Teacher Induction & Mentoring Model	1. Develop Induction Model	04/01/2014	06/30/2014
		2. Develop Evaluation Rubric for Induction Model	04/01/2014	05/15/2014
		3. Develop Teacher Mentor Job Description	04/01/2014	05/30/2014
		4. Facilitate Teacher Mentor Training Program	05/01/2014	08/15/2014
		5. Evaluate and Revise Mentor Training Program	08/15/2014	09/01/2014
2.	Implement Evaluation Program	1. Develop Eval. Prog. Based on multiple measures	07/01/2014	09/01/2014
		2. Provide training for evaluators	09/01/2014	10/01/2014
		3. Gather student and teacher data	09/01/2014	12/15/2014
		4. Conduct data meetings	10/15/2014	12/15/2014
		5. Evaluate findings with Teachers (twice)	10/15/2014	12/15/2014
3.	Align PD with teacher needs within school week	1. Assess teacher needs via PLCs and Feedback	09/01/2014	07/01/2016
		2. Design/Schedule PD to target teacher needs	09/01/2014	07/01/2016
		3. Evaluate PD for effectiveness and relevance	09/01/2014	07/01/2016
		4. Evaluate long-term effects of PD	09/01/2014	07/01/2016
		5. Monitor & adjust PD to align w/ teacher needs	09/01/2014	07/01/2016
4.	Compensation & Retention	1. Shortage Stipends Advertised	04/15/2014	08/01/2016
		2. Teacher Recruitment Referral Incentives Posted	04/15/2014	08/01/2016
		3. Schedule and Attend Job Fairs (HR & Teachers)	04/30/2014	06/15/2016
		4. Masters program posted and applications taken	10/15/2014	10/30/2014
		5. Master's program teachers selected and notified	11/10/2014	11/20/2014
5.	Implement Career Pathways	1. Develop Job Descriptions for Pathway Positions	05/01/2014	05/15/2014
		2. Identify Staffing Needs	05/01/2014	07/01/2014
		3. Post Positions & Hire	06/15/2014	07/15/2014
		4. Develop Training & Train Teacher Mentors	07/15/2014	08/15/2014
		5. Evaluate Teacher Mentor Program	08/15/2014	08/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD continuously monitors the attainment of goals and objectives using multiple data sources. There exists an organizational structure designed to set clear and coherent goals which are explicitly and systemically reinforced across the district. Goals and objectives are aligned with district and campus needs and are communicated with all stakeholders through the District/Campus Quality Improvement Committees. District and campus leaders monitor progress toward the accomplishment of goals, making adjustments and revisions as needed.

All goals align with and support the district's mission and vision. The goal-setting process involves working collaboratively with stakeholders, including: teachers, administrators, parents, students, and community members. The framework for accomplishing goals is laid out in the district's Strategic Plan. Campus Improvement Plans (CIPs) and District Improvement Plans (DIPs) align with and support these district and campus goals. Long- and short-term goals which are specific, measurable, attainable, realistic, and timely are developed by the district, campuses, and all departments and are communicated to all stakeholders. Goals and objectives are specifically linked to student/teacher need, monitored periodically, and are adjusted when needed based on a careful analysis of data.

Effective communication is a priority in Texarkana ISD and a common theme in leadership meetings and trainings. Any changes to district or campus goals are communicated multiple times via district/campus leadership meetings, email, staff meetings, Professional Learning Communities (PLCs), on the district website, and through campus mail. The district employs an Executive Director of Public Relations who facilitates ongoing communication with district stakeholders through various media including the local newspaper, TEACH Channel, Facebook, Twitter, and via the district website. All communication resources of the district are utilized to update teachers, staff, parents, community members, and stakeholders on critical changes regarding goals or objectives.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tiger Induction: Each year, the district sponsors a Tiger Induction Clinic for new teachers. The program provides employees with an introduction to the district's curriculum, instruction, assessment, special programs, support structure, required trainings, and immerses new members into the "Tiger Culture" of high expectations and Tiger Pride. The EEIP induction program will become a natural extension of the Tiger Induction model, with new teachers transitioning into the supportive hands of a Teacher-Mentor (instead of an empty classroom). Thus "Tiger Induction" becomes an ongoing experience and not a one-shot training module.

Curriculum Coaches: At the secondary level, the district employs several "Curriculum Coaches." Although job functions vary from campus to campus, the primary role of the curriculum coach is to monitor the STAAR tested curriculum and act as a liaison between the campus and instructional services. The district has learned much from developing and facilitating this position, and this knowledge base will help ensure that we guard the time and maintain tight boundaries regarding the expectations for Instructional Coaches. We will ensure that campus administrators honor the expectation of 1/3 time in the classroom as that is the most important piece of their job responsibilities. We will also be able to hit the ground running with a training model for Instructional Coaches as we have already identified and piloted an excellent coaching model through the Learning Forward organization.

Higher Ed: The district currently sponsors Master's degree program for STEM teachers and a Master Mathematics Teacher (MMT) certification program which is similar to the certification program proposed in the EEIP. On the Morriss Elementary campus, the district requires each teacher to hold or complete a master's degree, with Texarkana ISD covering the cost. In addition, each Morriss teacher completes three graduate level (MAED) courses which count as electives in a teachers' degree program. In addition, they must pass the MMT. Since this program is already in place for one elementary campus in the district, the transition for grant participants should be considerably less complicated than an untried program. Also, the district has now been coordinating both the master's degree program and the master teacher program with the university for several years, which will streamline the process for grant participants.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Data	1.	Increased Student Academic Growth
		2.	Increased Student Attendance
		3.	Evidence of Narrowing the Achievement Gap
2.	Teacher Observation and Evaluation Data (PDAS and Data Walks)	1.	Evidence of Increased Student Engagement
		2.	Improved Evaluation Data
		3.	Evidence of Increased Student-Centered Learning
3.	Staff Data	1.	Number of Teachers Retained
		2.	Hours of Teacher Collaboration
		3.	Number of Teachers that Receive Additional Compensation from Grant
4.	Surveys	1.	Positive Results through Induction Training Surveys
		2.	Positive Results through Mentor Readiness and Resources Surveys
		3.	Positive Results through Mentee Feedback Surveys
5.	Career Pathways Data	1.	Teacher Participation in Career Pathway Levels
		2.	Teacher Participation in Master's Degree Program
		3.	Teacher Participation in Certification Programs (MTT, MRT, MMT)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD will collect data from a variety of sources at specific intervals to be determined as needed for accurate monitoring of program goals. Data will drive all aspects and decision making with the Educator Excellence Innovation Program. Student data will be acquired through our district's current data analysis system. Human Resources will monitor staff data to ensure successful implementation with periodic reports from Quality Assurance department. Surveys are provided to staff on a regular basis through various online formats.

Texarkana ISD has an excellent record of data analysis and monitoring including systems and processes in place to acquire data necessary for program evaluation. Throughout the program, the grant team will review data and indicators of accomplishment on a regular basis to identify areas of concern.

As problems are identified, the project coordinator will meet with designated campus and district personnel to determine areas of concern and determine and implement solutions.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD values the system of professional learning and the impact that adult learning has on student achievement. The district is committed to providing high quality professional learning to meet the needs of each developmental period in a teacher's career. The first stage and intensely critical phase of a teacher's career begins during their pre-teaching time as a student teacher or intern and continues through their third year in the classroom. Another important element beyond the initial induction training program is the impact that an experienced and well-trained mentor can have on the first and subsequent years of teaching for the novice teacher.

In their book titled *New Teacher Induction: How to Train, Support, and Retain New Teachers*, Annette L. Breaux and Harry K. Wong state, "It is imperative that school systems see every new teacher as a professional educator and commit the time and resources necessary to effectively train and support these teachers, in whose hands we so trustingly place our children" (2003).

Research and resources from the New Teacher Center at www.newteachercenter.org will provide the foundation model for planning an effective induction and mentoring program. The induction system in Texarkana ISD will provide an initial five to seven days of training during the summer prior to the start of the school year. Within this induction period, teachers will receive training in the following components: classroom management, culture, and high expectations; content knowledge and pedagogy; professionalism, effective communication and collaboration.

To address classroom management, culture and high expectations, teachers will participate in Capturing Kids Hearts provided by The Flippen Group. This highly requested and sought after training provides teachers and administrators with an experience in learning that is motivating and inspiring with the potential to impact teacher effectiveness and student learning. Capturing Kids Hearts not only addresses the emotional side of teaching and learning, it also provides the tools and techniques in a practical delivery format that gives new teachers the confidence to walk into their classrooms and begin their careers effectively with tools to create a positive learning environment. Participants will learn to:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behaviors
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

In addition, teachers will receive training on the district's curriculum management system, instructional planning process, the data walk system of instructional walkthroughs, and research-based instructional strategies designed to increase student engagement and learning. Additional training will be provided to teachers in their specific content area and formative assessment by Dr. Marcia Tate and her consultants from Developing Minds. Professionalism, effective communication and collaboration will be addressed in a district developed training based on DuFour's work in professional learning communities.

Grant funds will be utilized to enhance the district's teacher induction model by developing and initiating a mentor program to provide beginning teachers with ongoing support and training in critical skill areas. Texarkana ISD will research best practices to implement a high quality mentor selection process, as well as a training model based on current research, and to ensure that appropriate release and planning time are included to provide adequate opportunities for collaboration between mentor and mentee. The district is currently analyzing information and models from the *New Teacher Center*, the *INTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0* and *Model Teacher Leaders Standards* developed by The Teacher Leadership Exploratory Consortium to develop

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training models and rubrics for evaluation and assessment.

Mentor selection is a key component to the success of any induction program. For the purposes of this grant and the future of the Texarkana ISD Induction and Mentoring Program, the process for eligibility to serve as a mentor requires that a teacher must exhibit qualifications of a Teacher Leader in the Foundation of the Career Pathways. A Teacher Leader:

- Is respected by peers
- Exhibits a positive attitude
- Is a team player
- Has a proven record of student achievement
- Demonstrates effective classroom management
- Displays professionalism in varying situations
- Uses data to drive decisions
- Communicates the school's vision
- Has completed three years teaching experience

"Simply assigning a mentor teacher does little to remedy the situation of teachers becoming discouraged and leaving the profession. Induction and mentoring must go hand-in-hand. You cannot do one without the other."—Leslie Huling

To ensure that the induction and mentoring program are well-aligned and each strengthens the other, mentors will attend two to three days of training upon being selected to serve as a mentor. Mentors will also attend training with their mentee so that consistent follow-up from the training can be provided in a job-embedded approach following the Initial induction training. Each mentor teacher will receive an annual \$1,000 stipend plus additional planning time to work with and provide guidance to the novice teacher on classroom organization, student management, building relationships, collaboration with colleagues, and instructional planning and delivery. Mentor and mentee will continue to attend professional development together so that job-embedded follow-up is a priority during release time.

Once a teacher attains mentor designation, that designation remains within their career pathway for the lifetime of their career. Teachers may not be assigned to mentor every year, but every year mentors attend ongoing professional development to continue to foster a culture of learning and mentorship.

The district will commit to tracking the following to assess the implementation and impact of the induction and mentoring aspect of the grant:

- Percent of teachers assigned a mentor
- Number of first year teachers assigned a mentor in their same subject area and/or grade
- Average number of release-time hours, per mentee for the purposes of collaboration with or observation of their mentor
- Percent of teachers retained that were part of the mentor and Induction program
- Number of hours of collaboration time for PLC cluster group for teachers provided per week

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers are observed multiple times during the school year using a variety of methods and rubrics. Administrators who are trained in PDAS conduct multiple walkthroughs which are aligned to the PDAS rubric. The domains of the PDAS rubric are:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

In addition to the PDAS walkthroughs, Texarkana ISD has implemented a Data Walk process. The goal is that every teacher is observed using the Data Walk process at least once a week. In the 2012-2013 school year, the district conducted over 10,000 data walks to collect data about the quality of instruction. It is a data collection process that provides a real-time picture of instruction which can be analyzed at the grade level, department, campus, and district level. The Data Walk is a four-minute observation, and only what is observed during those four minutes is recorded on the form. The district utilizes an electronic process that provides a variety of instant, real time reports.

The Data Walk rubric addresses the following qualities of teaching and learning.

1. Is the learning objective evident to the students? Yes or No
2. Is the learning objective aligned to the state standards (TEKS)? Yes or No
3. What is the student thinking level? (Low, Middle, or High using Bloom's)
4. What measurements are used to assess learning?
 - Selected Response
 - Extended Written Response
 - Performance Assessment
 - Personal Communication
5. At what level of engagement are the majority of students working?
 - Engaged
 - Compliant
 - Off Task
6. Which research-based instructional strategies are evident? (Including Marzano's Nine)
 (Identifying similarities and differences, summarizing, note taking, reinforcing effort, providing recognition, homework, practice, nonlinguistic representation, cooperative learning, setting objectives, teacher to student feedback, student to student feedback, generating and testing hypotheses, questions, cues, and advance organizers) Others: lecture, worksheet

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7. What factors in the classroom appear to contribute to positive student learning?

- Safe environment
- Climate of high expectations for success
- Opportunity to learn and student time on task
- Student work displayed

Departments, grade levels, campuses, and the district set goals for areas of greatest need based on the Data Walk data and discuss plans for moving the data in the right direction which results in better teaching practices and improvements in student achievement.

The data are also used for determining staff development. For example, during the 2012-2013 school year, as data were analyzed, it was determined that the greatest areas of need were writing and student thinking level. The district developed summer professional development around those two areas using Sean Cain's Fundamental Five as the primary resource.

Instructional leaders from Texarkana ISD Instructional Services department walk with campus administrators regularly to calibrate the Data Walk observations and to identify areas in need of improvement.

All campus administrators and lead teachers have been trained in the Data Walk process. Including teachers in the training has tremendously increased the teacher buy-in for the data collection process. As a result of the training, which includes many data walks and calibration, the teachers see the big picture of instruction on a campus and return to their campuses with a new vision of instructional improvement.

This year, Texarkana ISD started an Assistant Principal Academy focusing on instructional leadership. JoEllen Killion, senior consultant at Learning Forward, has provided instructional coaching training for our assistant principals. This coaching process includes a pre-conference, classroom observation, and then a post-conference. The goal of the pre-conference is to coach the planning process and ask powerful questions that involve the teacher in problem solving and reflection. The post-conference also involves asking questions that involve the coach and the teacher in a reflective conversation about strengths and areas for improvement. The goal of this coaching process is improvement in teaching and learning.

Four critical components of our observations of teaching and our feedback to teachers are the following:

- Content
- Missed opportunities
- Evidence of Student Learning
- Teaching Practices

The purpose of the pre and post conferences is to provide feedback in these areas and to give the teacher an opportunity to reflect on how their practices in the classroom impact student learning and student achievement.

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal Evaluation Process Rubric and Domains Addressed

All teachers in the Texarkana ISD are evaluated using the Professional Development and Appraisal System (PDAS). The process includes a 45-minute observation, short walkthrough observations, teacher input through the Teacher Self-Report, and a formal summative conference. The evaluation is comprised of eight domains with a total of 51 criteria. These criteria reflect the Proficiencies for Learner-Centered Instruction adopted by the State Board for Educator Certification:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

The evaluation process also includes an intervention plan for a teacher in need of assistance, including professional improvement activities and evidence of completion, directives for changes in teacher behavior, and evidence that is used to determine if teacher behavior has changed.

Scoring Standards for quality and quantity are:

- Exceeds Expectations (Great) 90-100%
- Proficient (Considerable) 80-89%
- Below Expectations (Limited) 50-79%
- Unsatisfactory (Little or None) 49% or less

Teacher Self-Assessment

The Teacher Self-Report form addresses the following areas:

1. Academic skills (TEKS) taught or reinforced in the classes
2. Processes used to assess the needs of students
3. Instructional adjustments based on needs of students
4. Approaches used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills
5. Assistance to students who experience serious attendance problems
6. Approaches in working with students who were failing or in danger of failing
7. Professional development activities
8. Positive impact of professional development activities on students' learning
9. Target areas for continued professional growth (to be discussed with appraiser)

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Summative Evaluation Meetings

The evaluation process involves a summative two-way discussion between the appraiser and the teacher. The summative meeting is based on the observation report(s), the teacher self-report, all walk through forms, and any other written feedback or documentation. The teacher and the appraiser also discuss areas for continued professional growth and teacher-developed goals for improvement.

Appraisers

Campus and District administrators who have received the required state training will conduct formal evaluations. District appraisers have received extensive training on effective instructional practices and have focused on the importance of calibrating evaluation of instructional practices through intentional instructional rounds and by conducting collaborative walkthroughs.

Frequency of Evaluations

Every teacher will be evaluated with one 45-minute formal observation using the PDAS instrument and at least two PDAS walkthroughs which are a part of the data used for evaluation. Walkthroughs are 15-20 minute observations at the discretion of the appraiser. Walkthroughs most frequently focus on domains one through four on criteria related to instructional practices, classroom management and evidence of student engagement and learning.

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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration is essential in moving any professional development event from initiation and implementation to institutionalization as well as having a defining effect on student achievement. Before professional learning can impact student achievement, a job-embedded component must exist. When working with novice, developing, or experienced practitioners, the greatest impact of learning does not happen in the training session, it happens after the learning. The campus is where theory from training turns into practice and collaboration among peers and is the component that takes learning to a much deeper and relevant level. In order to ensure that regular collaboration opportunities are available during the school week for teachers to discuss and share pedagogical strategies, Texarkana ISD will commit to the following:

- Common Planning Time
- Collaboration within and among the Career Pathways
- Opportunities for Peer Observations
- Release Time for Mentors
- Release Time for Content Specialists
- Professional Learning Aligned to the Texarkana ISD Coherent Model for Learning
- Early Release Day and Professional Development Days
- Vertical Alignment PLC's to provide grade level collaboration during after school sessions

Common planning time for teachers by grade level or subject area is sometimes a challenge at campuses, but an area that special attention must be given. Before true reflective discussion regarding instructional planning and delivery strategies will be accomplished by teachers, it is the responsibility of campus and district administrative staff to ensure that common time is provided for that collaboration to occur. This type of planning would be a minimum expectation across Texarkana ISD.

Collaboration within and among the Career Pathways will be an essential component to ensure the success of teachers at all levels in the life of their educational career. Time for beginning teachers to collaborate with mentors, content specialists, and instructional coaches using a team approach can be a very powerful support piece for the novice teacher. It will also prove to be a very powerful piece in building that Culture of Opportunity for learning and growth at all phases of a teacher's career.

Opportunities for peer observations bring about another level of learning and mastery for teachers where experienced practitioners, mentors, content specialists and the novice teacher can share and learn from and with each other. These opportunities provide for rich discussion and reflection where the novice observe and learn from their mentor or the mentor can observe the novice teacher to provide guidance and direction for current and future lessons. The common planning time reference above is essential when planning for peer observations to ensure that the entire lesson cycle design and delivery can be addressed. Each collaboration piece strengthens and builds upon the other. This job-embedded approach provides time for the implementation and institutionalization of professional learning activities.

Release time for mentors must be included to provide consistent and ongoing support for the novice teacher once school starts, students arrive and the realities of teaching, planning, classroom management, parent conferences, and classroom organization becomes a reality in the life of a new teacher.

Release time for content specialists also plays a key role in providing the novice teacher with a specialist in a specific content area to work with them side by side and provide guidance with planning and instructional strategies that are sometimes more challenging for principals and instructional coaches who are not necessarily experts in each content field. Specific release time for the content specialist would allow for pre-planning, observation time and follow-up coaching and discussion with the novice teacher on a routine or as-needed basis. Content specialists would also have additional opportunities provided to continually increase their content knowledge by attending ongoing professional development directly tied to their area of specialty.

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Professional learning opportunities in Texarkana ISD must all be consistently linked to the district's Coherent Model for Learning and be aligned to the Common Instructional Framework to promote the district's expectation for student articulation of learning, higher order thinking skills, actively engaged students, modeling and use of research-based instructional strategies, formative and summative assessment, as well as reinforcing effort and providing recognition. All aspects of the Common Instructional Framework are modeled to participants in all sessions that are district planned and provided. All outside consultants providing professional learning sessions are screened in advance to ensure that their delivery model is aligned to district expectations.

Early release days for students and professional development days will be built into the District calendar to provide teachers additional planning and collaboration opportunities. Students will be released early six times over the course of the school year to allow for instructional planning at the campus level. During this time, grade levels and subject areas are able to collaborate together on curriculum alignment, instructional planning, lesson delivery, and assessment of learning. Teachers will also spend time analyzing data to drive instructional planning as well as analysis of the instructional walk through data from the Data Walks process. Early release days will provide quality time for the team approach between teacher, mentor, content specialist and instructional coach to be utilized at its highest level. An additional three full day professional development opportunities will be provided which include half-day of professional learning and half-day of instructional planning which will be utilized to provide follow-up and planning opportunities.

Vertical alignment PLC's will be offered after school to provide additional opportunities for collaboration among grade levels who may not have opportunities to work together during other planning times. Rich discussion regarding alignment of vocabulary, instructional strategies, planning, and data analysis will be the primary goal for the vertical PLC's. The team approach to collaboration will become an essential component to teacher learning and growth throughout the course of a teacher's career.

An evaluation rubric and survey will be created to provide feedback on the success and/or improvement needs of each of the components listed above. Sign-in sheets, agendas and discussion topics will be completed and turned in monthly to ensure implementation. Open lines of communication between the campuses and district will provide an additional layer of collaboration to ensure that all collaboration opportunities are being utilized in the manner intended. District personnel will be available to provide ongoing assistance and support throughout the collaboration process.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD will provide multiple avenues for professional development activities and opportunities that are closely tied to teaching and learning. These opportunities will be available during the school week through a job-embedded model where novice teachers, teacher leaders, mentors, content specialists, instructional coaches, and principals all work together to create a team atmosphere of learning focused on student achievement. Professional development activities and opportunities will be based on information from multiple sources including formal and informal teacher observations, Data Walks instructional walkthroughs, as well as student data from common assessments to determine curriculum mastery, formative assessment data and the summative data from the state assessment.

In order to provide professional development that is appropriate and relevant to need, Texarkana ISD will utilize the formal observation tool that principals currently use for teacher evaluation purposes. The Professional Development and Appraisal System (PDAS) encourages multiple classroom walkthroughs aligned with district expectations along with a formal observation and summative conference of every teacher. The District also utilizes an instructional walkthrough process that provides real-time data from short four-minute classroom walkthroughs that focus specifically on evidence and articulation of student learning, alignment to state standards, student level of thinking, engagement, and the use of research-based instructional strategies. This data is not tied to any specific teacher and is used to provide direction for campus and or district professional development needs to improve student achievement. Based on the information from both formal and informal classroom observations and data walk information, professional development activities are planned at both the campus and district level.

Student assessment data will be utilized in conjunction with the instructional walkthroughs to ensure that student data needs match appropriately with the data gathered via classroom walkthroughs and observations. Teachers, mentors, content specialists, and instructional coaches will have ongoing opportunities to analyze data from the district's common assessments following each unit of instruction. With common planning times and release times, mentors and mentees along with all teachers and instructional coaches will have opportunities for data analysis, walkthrough analysis, and discussions around instructional strategies for planning and delivery of future lessons. This will also allow for deep discussions surrounding differentiation of learning based on identified student needs.

Professional development initiatives and training provided at the district level will be enhanced through job-embedded activities during the school week. This aspect has been a huge need for Texarkana ISD and the grant will provide opportunities for continuous follow-up within the school day through peer observations and discussion during common planning and release times. The ability for mentors, content specialists, and instructional coaches to model teach, observe, plan and provide follow-up professional development, and meet regularly with teachers for planning purposes is an essential component to the success of this model.

The District has provided extensive training for all teachers new to Texarkana ISD and new to the teaching field in Capturing Kids Hearts by the Flippen Group. Dr. Marcia Tate with Developing Minds has provided training on how the brain learns and engaging strategies that all teachers can use at any level. Dr. Tate will return in summer 2014 to train all teachers on formative assessment strategies as well as content specific strategies in each of the four content areas. This will provide opportunities for immediate follow-up to ensure that the implementation of the training becomes a natural part of instructional planning and delivery.

In order to maximize planning, providing, and facilitating professional development activities and opportunities, Texarkana ISD has revised the District calendar to include early release days for students and professional development days to provide teachers additional planning and collaboration opportunities. Students will be released early six times over the course of the school year to allow for instructional planning at the campus level. During this time, grade levels and subject areas are able to collaborate together on curriculum alignment, instructional planning, lesson delivery, and assessment of learning. Teachers will also spend time analyzing data to drive instructional planning as well as analysis of the instructional walk through data from the Data Walks process. Early release days will provide quality time for the

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team approach between teacher, mentor, content specialist and instructional coach to be utilized at its highest level. An additional three full day professional development opportunities will be provided which include half-day of professional learning and half-day of Instructional planning which will be utilized to provide follow-up and planning opportunities.

District departments and campuses have also implemented Data Day Workshops which have begun the process of a very transparent look at student data, identification of needs, and professional development to address those needs. Principals meet individually with district curriculum personnel to discuss student data and campus needs. From those meetings, principals meet with campus grade level teams following the same needs assessment process. It is at this juncture that individual teachers, mentors, content specialists, and instructional coaches begin even deeper sessions for discussions around student data, instructional planning, and appropriate delivery methods to address student needs. This data analysis becomes the foundation for model lessons, peer observations, and professional development activities tied to student needs. Key components for the success of this aspect rest with the possibility of the grant provided opportunities for common planning times and additional release times for mentors and content specialists.

An evaluation rubric and survey will be created to provide feedback on the success and/or improvement needs of each of the professional development opportunities. Sign in sheets, agendas and discussion topics of activities and planning meetings will be completed and turned in monthly to ensure implementation. Open lines of communication between the campuses and district will provide an additional layer of opportunity for the planning and delivery of relevant professional development activities and opportunities based on student needs determined at the campus level. The district professional development office will provide consistent support and resources for implementation and continuous follow-up.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher compensation is an important aspect of recruiting, developing, and retaining effective teachers. Information provided from *Increasing Educator Effectiveness: Lessons Learned from Teacher Incentive Fund Sites*, written by Jonathan Eckert with the National Institute for Excellence in Teaching states that a comprehensive approach to teacher compensation must be taken in order to align with all the aspects of human capital management to support improvement in instruction.

Texarkana ISD will provide a comprehensive compensation program for teachers by providing multiple career paths, ongoing applied professional development and growth, collaboration and mentoring time, instructionally focused accountability, and performance based compensation. By providing direct compensation through added responsibilities, the program provides career pathways for teacher retention in the classroom while also meeting the needs of our beginning teachers. Additional compensation can be earned by meeting student growth goals for reading and math. Other opportunities for compensational benefits are professional development, collaboration for teacher growth, and additional planning time are compensable factors that will also improve the induction, mentoring and retention of teachers.

Teacher Career Pathways – Teacher responsibilities, positions, and compensation are listed below to show how teachers can progress during their career.

Mentor Teachers will be selected using specific criteria and provided for each new teacher. Approximately 5% of the teachers in Texarkana ISD are beginning teachers (25 to 30 teachers annually). The mentor teachers will receive \$1,000 annually and additional planning time to mentor the beginning teacher.

Content Specialist: Teachers may obtain Content Specialist designation by obtaining their MMT, MTT, MRT, 18 hours in a content area, or other portfolio demonstrating expertise in a content area and pedagogical practices that show proven student achievement. The district has collaborated with Texas A&M University, Texarkana to provide specific master's level classes that lead to a Master's Degree in Curriculum and Instruction. The district will pay for the tuition and books for obtaining this designation of Content Specialist. Each campus will have a specific number of Content Specialist teacher positions based on the needs of the campus. The Content Specialists will receive \$3,000 annually. An evaluation rubric of required training, collaboration time, and content specialist responsibilities will be provided twice a year by the campus administrator. The rubric criteria will be analyzed in December and May of the school year. If criteria are met, the Content Specialist will be provided \$1,500 in December and \$1,500 in May.

Instructional Coach: In order to apply for the position of Instructional Coach in Texarkana ISD, a teacher must first reach the foundational level of Teacher Leader, followed by mentor and content specialist. The instructional coach must possess a wide variety of skills necessary to work successfully with all levels of the teacher profession. Qualifications of the Instructional Coach would include the ability to listen openly and objectively, communicate effectively, ask questions in a skillful way, demonstrate the ability to diagnose teachers' needs and align the support with those identified needs. Other important qualifications would include the ability to understand adult learning and development. The Instructional Coach position will also require extensive and ongoing training in a coaching model to provide the tools necessary for enhancement of adult learning and development. Other responsibilities will include model and team teaching, planning, conducting and facilitating professional development sessions, and spending at least 1/3 of their time as a classroom coach. The Instructional Coach will receive \$4,000 annually. An evaluation rubric of required training, collaboration time, model lessons, professional development provided and additional instructional coach responsibilities will be provided twice a year by the campus administrator in conjunction with a district curriculum administrator. The rubric criteria will be analyzed in December and May of the school year. If criteria are met, the Instructional Coach will be provided \$2,000 in December and \$2,000 in May.

Teacher Practitioner – High Needs The challenge of recruiting the best teachers to the highest needs campuses is a challenge that many districts face. A High Needs Teacher Practitioner in Texarkana ISD must possess many qualities of

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excellence. The first and most important aspect would be the capacity to build quality relationships with students that nurture and encourage success both academically and socially. These teachers would continually seek leadership roles which are both formal and informal. Other teachers tend to gravitate toward them in hopes of learning how they get students to accomplish the things they accomplish. These experienced practitioners continually promote growth in others that impacts student learning and lead by demonstrating a deep understanding and knowledge of students' individual needs to differentiate instruction. They serve as the informal and unnamed leader and mentor novice teachers without being a designated mentor. These experienced practitioners have a record of academic success under any circumstances. Formal qualifications would include a minimum of five years teaching experience within a challenging learning environment. A successful history of high performing students is also an indicator of a high quality educator with the ability to work with a diverse group of students. Positions would be established on campuses that have a minimum of 90% of their student body identified at the poverty level. As high needs are identified, additional areas may be designated as high need such as Secondary Math and Science positions, etc.

Ongoing applied professional growth – Beginning teachers will receive professional development throughout the summer and their first year of induction. Mentor teachers will also receive additional training in order to effectively support beginning teachers with the goal to reinforce effective strategies for teaching, increase teacher retention and to increase student achievement in the new teacher's classroom. Beginning teachers, Mentor teachers, Content Specialists, and Instructional Coaches will collaborate together, participate in weekly cluster group meetings, where they examine student data, engage in collaborative planning and learn instructional strategies field-tested in their own schools. Professional development continues into each classroom as Mentor Teachers, Content Specialists, and Instructional Coaches model lessons, observe classroom instruction and support beginning teachers to improve teaching.

Instructionally focused accountability. Teachers are observed in classroom instruction by trained and certified observers, including principals and the district level New Teacher Mentoring and Induction Coordinator using rubrics for several dimensions of instructional quality. These classroom evaluations are complemented by analysis of student achievement rounding out a system of teacher evaluation with multiple measures. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for cluster group meetings.

Performance-based compensation. Texarkana ISD participated in the DATE and TEEG grants offered through TEA in the past and from that experience, we learned that paying teachers for performance of students is not as easy as it sounds. Over the three year period of those grants and working with many teacher committees, we learned that the most effective way to pay for performance was through a campus based approach for improved student achievement and growth. Individual teacher compensation based solely on student assessment scores increased competition among the teachers and did not foster a spirit of collaboration that is needed for students to be successful. In our district, the areas of reading and math have been identified as high need areas, and improvement is needed. If reading and math student growth goals are met for each campus, then full-time teachers on the campus will receive a \$300 performance incentive. High Need Teacher Practitioners will receive a \$6,000 stipend for serving in the position for one to three years and \$8,000 from four to six years with the option to extend. Teacher burnout in these high need areas should be evaluated to ensure that teachers are retained in the teaching field and continue to be successful.

To evaluate the success of our comprehensive compensation program, we will be measuring the percent of teachers retained as well as the number of employees that receive additional compensation due to the implementation of this program. We will also measure the number of teachers receiving professional development, mentors, and additional planning time.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD has a goal of recruiting, hiring and retaining the most outstanding, caring and effective teachers to meet the needs of our diverse student population and grow each student to their highest potential. Times have changed and recruiting and hiring effective teachers has become a year round responsibility. Employment initiatives, practices, and clever approaches for hiring teachers are changing at a rapid pace. A wide range of recruitment activities year round must occur in order to assure a large pool of qualified, effective teaching applicants. In order to select the best candidates, administrators must be trained in hiring practices that will identify excellent teaching candidates. Facing the budget deficit that occurred in the 2011-2012 school year and as it has continued, the district has not been able to provide some of the innovative human resources practices that would greatly improve the recruitment, hiring and retention of teachers.

A self needs assessment the Human Resources Department conducted in response to this grant resulted in showing that Texarkana ISD has the need in several areas for more effective recruiting and hiring. The assessment showed that the district needs improvement for recruiting, hiring, contacting candidates, screening the candidates, and the final selection process. The need is clear for earlier recruiting to increase the applicant pool, stronger recruitment initiatives, and training principals in the selection process for hiring effective teachers - from screening the applicant, interviewing, and the final decision for hiring.

With the implementation and direction of this grant, Texarkana ISD will increase their teacher recruitment and hiring to include the following:

Early Notification Incentive for Teachers - A productive way to replace losing an effective teacher is to know the vacancies for the upcoming school year as early as possible. This assists with posting the job early, knowing recruitment needs for the upcoming job fairs in the spring and also if any trainings or changes need to occur on the campus to prepare for the loss of the retiring/resigning employee. To assist with early recruitment activities, an **Early Notification Incentive for Teachers** of \$500 will be provided to teachers if they notify the district of their retirement or resignation by February 28th. The teachers must complete their contract with the district until the end of the school year and the incentive will be provided in their last payroll with the district. Human Resources will provide information and a form for all teachers to complete in January to notify them of this opportunity and will monitor the number of teachers that take advantage of the early notification process to evaluate its effectiveness.

Recruitment Referrals - One of the oldest and most highly effective ways of creating a great hiring pool of teachers is for current employees to speak highly of the district and recruit and refer their teaching colleagues. To encourage our current employees to recruit teachers, a **Teacher Recruitment Referral Incentive** will be provided. The Teacher Recruitment Referral Incentive of \$200 will be provided to our current employees that recruit and refer a teacher applicant that is hired prior to August 1st will receive \$200. For shortage areas, current employees that recruit and refer a teacher applicant for 8-12 Secondary Math, Science, or Foreign Language that is hired prior to August 1st will receive a **Shortage Teacher Recruitment Referral Incentive** of \$1,000. An applicant referral form has been developed and a process outlined in the Human Resources office to time-stamp the referrals that are received from employees. The first referral that is received by Human Resources will receive the incentive for the referral if the teacher is hired. This incentive will be paid to the employee in the October payroll after the newly hired teacher has been employed for a minimum of 30 days. Human Resources will contact the referred applicants for recruitment to the district and will also monitor the number of teachers that are hired from this program and process.

Minority Recruitment - Texarkana ISD currently has a Diversity Awareness Team of business and community members that assist the district in recruiting minority applicants. We meet quarterly, review recruitment activities and hires within the district. With the assistance of this grant, we will increase the number of college job fairs to attend and have the budgetary money to have a team member to accompany the district personnel on these recruiting activities. We can also increase the number of job fairs attended and develop direct contact and information marketing strategies to help increase the minority and male teacher applicant pool.

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District Committee for Hiring Improvements - As a result of this grant, a district committee will be formed to assess the specific needs of our hiring managers/principals, select trainings that will meet the needs, and to develop additional hiring criteria for selection. The representatives for the committee will be the Deputy Superintendent, Human Resources personnel, and principal members from high school, middle school, elementary and alternative education campuses. Gathering input from principals and assistant principals on improving the hiring practices and hiring criteria will increase the effectiveness of the implementation. The goal is that with the right selection training and teacher hiring criteria, Texarkana ISD can increase the hiring of effective teachers to increase our student achievement and success.

Administrator Hiring and Teacher Selection Training – The Hiring Improvement Committee will review and select a specific “teacher selection and hiring” training to be provided to all hiring managers in the district that select teachers. There is much research and several programs that are provided to select teacher candidates. Gallup Teacher Insight, Hauberman, Humanex Ventures, and other selection trainings will be reviewed by the committee to select the most effective model for our leaders. The training selected will be provided to all principals, assistant principals, and other administrators that hire for teacher instructional personnel. At the end of the year, we will evaluate the success of our selection training based on the newly hired teachers’ PDAS evaluation, student achievement, and retention with the district.

Teacher Candidate Rubric -The committee will also establish a Texarkana ISD Teacher Candidate Rubric that will be used to evaluate teacher applicants for hire and that will assist in hiring the best teachers. It will be developed with various points being given to identified teacher preparation programs, certification, overall grade point average, college hours in subject taught, teaching experience, and references. Other areas may be identified based on committee research of selection and important attributes that have been identified for successful teachers. With the establishment of this rubric, district leaders will have a hiring tool to evaluate teaching candidates to help them hire the best teacher for their students. This rubric will be evaluated for success at the end of the school year by comparing rubric scores to their PDAS evaluation, student achievement, and retention with the district.

Through receiving this grant and implementing an early intention incentive, recruitment referrals, increase in minority recruitment, the district hiring improvement committee, hiring and selection training and a teacher candidate rubric we anticipate seeing improvement of our hiring, recruiting and retention of outstanding teachers. The practice of focusing on hiring and retaining the best teachers will also result in the success of our students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

U. S. Secretary of Education Arne Duncan said "We must build a culture nationally where great educators ... choose to work with the children and communities who need the most help." The Texarkana Career Pathways Model is designed to facilitate that culture. Teachers are provided with opportunities for advancement into leadership roles along a career path that allows them to take on additional responsibilities and earn higher salaries without leaving the classrooms they love and the children who so most need their skills. The Texarkana Career Pathways Model will include:

Level 1: Teacher Leaders

Level 2: Teacher Mentors

Level 3: Content Specialists

Level 4: Instructional Coaches

Highest Level: Teacher Practitioner - High Needs

Teachers will continue as full-time teachers at all levels of the model except level 4 (Instructional Coach). At this level, teachers will be in the classroom 1/3 time. Each level provides teachers with opportunities to take on additional campus responsibilities and develop their leadership skills, while staying connected to students and the classroom. In addition, the model provides them with opportunities to enhance their professional knowledge base in both content knowledge and pedagogy. Along the career pathway, teachers will have opportunity to extend their professional growth by completing a master's degree at the district's expense and completing university-level certifications such as the Master Math Teacher (MMT), Master Reading Teacher (MMT) or Master Technology Teacher (MTT). For those who choose to acquire this content knowledge/expertise along a different track, teachers have the option of substituting 18 hours of graduate credit in lieu of the MMT certification. Multiple Career Pathways are described below:

Level I: Teacher Leader

This is the foundation of the career pathway model. Teacher-Leaders have the following qualifications: They are respected by peers, demonstrate a positive attitude, have a proven record of student achievement, demonstrate effective classroom management, demonstrate professionalism, use data to drive decisions, communicate effectively, and have at least 3 years teaching experience. Teachers become "Teacher-Leaders" by applying for designation. Teachers-Leader opportunities may include: Presenting professional development sessions; leading PLCs; acting as grade level or department chair; facilitating professional learning among staff; and representing campus on district and community task forces. There is no stipend at this level. It is simply the minimum expectation for every teacher in the district and the foundation for the pathway program.

Level II: Mentor Teacher

After the Teacher-Leader, the next step on the career pathway is the Mentor-Teacher. Mentor Teachers will receive a \$1,000 stipend and their teaching schedule will be adjusted to include one additional conference period for mentoring.

Mentor-Teachers are teacher-leaders, highly committed to helping beginning teachers find success and gratification in their work (Rowley, 1999). Mentors help new teachers learn by doing.

Qualities of an effective mentor include the ability to demonstrate patience with people as they navigate the learning process, demonstrate effective communication and conferencing skills, work effectively with teachers and principals, skillfully provide instructional support, exhibit skill in the area of instructional planning, demonstrate a record of success with student achievement, differentiate instruction, assess using alternative forms of assessment, be accomplished in writing and speaking. Formal mentor training is critical to the success of a mentoring program. Mentor Teachers will attend a 3-Day Summer Mentor Teacher Academy where they will be immersed in a "culture of mentorship." In this academy, Teacher-Mentors will learn to identify and build upon the strengths of new teachers and empower them to build relationships with their students. Sessions will include: accepting the beginning teacher, how to be effective in different interpersonal contexts, modeling continuous learning, communicating hope and optimism. As a mentor, Mentor-Teachers will be paired with a beginning teacher. The Mentor-Teacher will be provided additional release time in his/her schedule for mentoring activities. Once a teacher attains mentor status, that status is permanent, although mentors will

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be assigned on an "as-needed" basis. A stipend will be paid based upon mentor assignment. The district will provide ongoing professional development for Mentor-Teachers, thus cultivating the culture of mentorship

Pathway Opportunity: Higher Education

Once a teacher serves at the mentor level for three years, they become eligible for the Pathway Opportunity in Higher Education. At this point, teachers may apply to the Texarkana ISD Master's Degree program in Curriculum and Instruction (C & I) through Texas A & M University - Texarkana. The district will pay all tuition and fees, including the cost of books. Through this program, teachers also will have the opportunity to complete various certifications offered through the university. These options include a Master Reading Teacher (MRT), Master Technology Teacher (MTT), or a Master Mathematics Teacher (MMT) Certification. The purpose of this "Higher Ed Opportunity" is to enhance the content knowledge and pedagogy of the teacher while at the same time supporting a career path that builds teacher self-efficacy and capacity to effectively handle the challenges of leadership.

Level III Content Specialist:

The 3rd level in the career pathway is the Content Specialist (CS). The Content Specialist will continue as a full time teacher, receiving a \$3,000 stipend for additional responsibilities. The Content Specialist is a Teacher-Leader and a Teacher-Mentor with a strong preparation and background in content and instructional strategies for a chosen content area such that they are equipped to support the professional growth of their colleagues, promoting enhanced content instruction and student learning throughout their school. Content Specialists are responsible for strengthening classroom teachers' understanding of the content area and helping teachers develop more effective teaching practices that allow students to achieve at their highest potential. They also share research addressing how students learn and best practices in the content area. Content support will be provided in after-school workshops, PLCs, summer workshops, and during scheduled conference periods. The Content Specialist will have completed a master's degree plus a certification (MMT, MTT, MRT) or 18 hours in one content area. A portfolio of professional learning which demonstrates an extensive level of content expertise may be substituted with approval. The Content Specialist will have at least three years' experience teaching in their content area and will have taught the target subject on more than one grade level. The CS will possess and demonstrate a depth of knowledge in the given content area along with a proven record of student achievement. Duties will include modeling Best Practices, using data to develop lessons, providing training and guidance with instructional resources, using research and data to support instructional decisions, and supporting analysis of subject area data. At the campus level, Content Specialists will work with other campus leaders to analyze subject area data and provide appropriate professional development. In addition, they will support vertical alignment and coordination of instructional resources across grade levels, and assume leadership positions in Summer Academies.

Level IV: Instructional Coach:

The 4th level in the Career Pathway is the Instructional Coach. The Instructional Coach position is a campus-level administrative position with a strong classroom connection. Instructional Coaches will spend no less than 1/3 time in classrooms, guiding teachers through instructional coaching. Coaches will have excellent communication skills and a deep respect for teacher's professionalism as well as a demonstrated ability to diagnose teachers' needs. They will align support with identified needs. The district will utilize the Learning Forward - JoEllen Killion (Coaching Matters) training model for Instructional Coaching.

Highest Level: Teacher Practitioner – High Needs

The top level on the Texarkana ISD career pathway is the "Teacher Practitioner - High Needs." This educator has progressed through the levels of Master-Teacher, Mentor-Teacher, and Content-Specialist and is esteemed as an experienced master teacher with a record of successful student achievement on K-5 campuses with a 90% or above poverty rate. Teachers may transition directly to the TEACHER PRACTITIONER – HN LEVEL from Content Specialist (Level III) (Stipend in years 1-3: \$6,000; Stipend in years 4-6: \$8,000)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD treasures the cultural and socio-economic diversity of our community. At the same time, we are faced with the task of addressing the many challenges our economically and culturally disadvantaged students present to our district and the strain this places upon campuses where resources and teacher time are in short supply. We have a plan to address these challenges and the Educator Excellence Innovation Program will provide the district with a window of opportunity to pilot our plan with a multi-layered design and an adequate timeline for evaluation. Without the grant, strategies to address our challenges of teacher recruitment, retention, satisfaction, mentoring, career pathways, teacher quality, and most importantly, closing the student achievement gap, will be delayed or sporadic, depending upon funding availability.

Achievement Gap: At this time, the district is unable to invest in a comprehensive career pathway model for teachers. Without grant funds, there will be no incentive for the district's most effective teachers to serve its most at-risk students. Although as a district we are committed to using all available resources to address the issue, we face the possibility that the achievement gap between our economically disadvantaged students and those students who are not economically disadvantaged will continue to widen. And we face the continued challenge of trying to draw our most talented and effective teachers to our most needy campuses without incentives with which to bargain. In addition, we will continue to lose many of our best and brightest teachers to the administration track because we offer no alternative track for aspiring leaders to opt into if they wish to take on additional responsibilities or pursue leadership. We will lose precious time in preparing our children for their futures with the most effective educator we have to offer in their classroom.

Teacher Mentors: While the district will continue to assign a mentor teacher to each first year teacher, without grant support, campus principals will be unable to provide time in the mentor teacher's schedule for observations, model teaching, or conferencing with the mentee. Mentoring sessions will most likely take place before or after school, and mentoring may suffer in effectiveness. Teacher retention and satisfaction will be affected, thus affecting student achievement.

Content Specialists: Texarkana ISD has a critical need at the elementary and middle school levels for teachers who are content specialists. Many K-8 teachers are generalists with limited hours in their teaching content area. For example, a 7th grade math teacher might have taken a very limited number of mathematics hours in university (as few as 3 hours). At the same time, state assessments continue to increase in rigor and standards are becoming more complex as college and career readiness expectations are integrated. Teachers need more content knowledge. Texarkana ISD teachers are clamoring for opportunities to increase their content knowledge through additional professional development and university courses. The EEIP will provide our district with the opportunity for teachers to enhance content knowledge through enrollment in graduate level content hours and certification of their expertise through the university's master teacher programs. Without the Educator Excellence Innovator Program, the district will not be able to extend its master's degree program beyond the current parameters. While the district will continue to provide professional development on content, the current system is not sufficient to meet the diverse and extensive demand of the district's teachers. District and campus leaders are thrilled with teachers' requests for high-level content training and lament the possibility that, without grant funding, they may not be able to meet this need.

Teacher Recruitment and Hiring: Without funds provided through the EEIP, the district will be limited in the innovative human resources practices they will be able to employ for recruitment and hiring. Without the early notification incentive, Texarkana ISD may lose top teacher candidates to surrounding districts, as they will be unable to offer those contracts at an early date. Without funds to pay shortage stipends, the district may lose teachers to surrounding smaller districts, many of which do not serve an equivalent percentage of economically disadvantaged students. In the end, the students will suffer. The EEIP grant will provide our district with a window of opportunity to level the playing field for our children and to reward those teachers who are masters at their craft for doing the most good for those who have the greatest need.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907		Amendment # (for amendments only):	
TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
April, 2014	Upon notification that the grant has been funded, the grant contact person, the Deputy Superintendent, will disseminate copies of the proposal to the Academy Leaders, Grant Coordinator, business office, curriculum department, campus administration, support staff, campus teachers, and counselors. The Deputy Superintendent will host a grant overview workshop to ensure common understanding of the grant		
May, 2014	Develop job descriptions for pathway positions.		
April, 2014	Establish district Committee for Hiring Improvement		
April, 2014	Announce Teacher Recruitment Referral Program and Teacher Shortage Recruitment Referral Programs, posting announcement on district website.		
April – June, 2014	HR will launch Minority Recruitment. Focus through attendance at University Job Fairs		
May, 2014	HR will select Administrator Hiring and Teacher Selection Training Model		
May, 2014	HR and Instructional Services will meet with campuses in data meetings to identify staffing needs for Mentors, Content Specialists, Instructional Coaches, and where appropriate, Teacher Practitioners – High Needs. Positions will be posted and interviews conducted.		
May, 2014	Conduct Interviews for Mentors, Contents Specialists, Coaches and Teacher Practitioner Fill positions.		
July, 2014	Teacher Candidate Rubric will be developed by district committee		
July, 2014	Mentor Teacher Training Academy will be conducted		
July – Dec. 2014	Evaluate & Revise Mentor Training Model		
April, 2014	HR & Instructional Services will conduct Administrator Hiring and Teacher Selection Training		
November, 2014	Mid-year program evaluation		
December, 2014	Mid-year data review (grant management team)		
Jan. 2015	Conduct Grant Committee "Monitor and Adjust" session with campus leaders		
Jan. 2015	Launch of Master's program and certifications		
March, 2015	Teacher Survey (data for program review) Administrator Survey Parent Survey		
April, 2015	Grant Committee Strategic Planning for 2015-16 Conduct data meetings, identify staffing needs, post career pathway positions for 2015-16		
May, 2015	Interview & hire career pathway positions		
June, 2015	Teachers/administrator survey/program evaluation		
June-July, 2015	Conduct Teacher-Mentor Academy and Summer PD Evaluate and revise teacher training models		
Nov. 2015	Mid-year program evaluation		
Dec. 2015	Mid-year data review		
Jan. 2016	Grant "monitor and adjust" session		
Spring, 2016	Recruitment and Retention Activities		
Early Sum. 2016	Career Pathways Job posting and hiring procedures		
August, 2016	Submission of all grant documents		
August, 2016	Ending date of grant		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texarkana ISD identified a group of staff to function as a leadership team to develop the plans submitted in this grant. The plan is a result of the group's collaboration and identified needs in the district. This group consisted of:

- Superintendent
- Deputy Superintendent & Director of Human Resources
- Campus Principal
- Executive Director of Instructional Services
- Executive Director of Quality Assurance
- Director of Elementary Education
- Director of STEM Education
- Coordinator of Professional Development and Continuous Improvement
- Coordinator of Instructional Technology

With representation from campus administration, instructional services, human resources, and district administration, all parties agreed that Texarkana ISD should participate and then worked to develop a synergistic plan that meets student and teacher needs. This group then surveyed all Texarkana ISD teachers determine their support of plans presented in this grant. More than half of all Texarkana ISD teachers participated in the survey that yielded these results:

- **92% of teachers gave their "Full Support"** for "A teacher induction, mentoring, and coaching program which includes mentor training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities." An additional 5% of teachers gave it their "Support with Reservations."
- **89% of teachers gave their "Full Support"** for "A program which provides teachers with opportunities in campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators." An additional 4% of teachers gave it their "Support with Reservations."

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will include all eight of the district's elementary campuses, seven of which are designated as Title I. In addition, participation will include the district's middle school campus, which is a Title I campus, and the high school campus, which is Title I eligible. Listed below are the campuses, grade levels served by the EEIP, and percentage of economically disadvantaged students per campus.

Campus	Grades	% Econ. Dis.	Status
Paul Lawrence Dunbar Early Ed. Ctr.	PK	98	Title I
Highland Park Elementary	PK-5	94	Title I
Martha and Josh Morris Math & Eng Elementary	K-5	17	
Nash Elementary (K-5) -- Title I	PK-5	73	Title I
Spring Lake Park Elementary	PK-5	76	Title I
Theron Jones Early Literacy Center	K-2	98	Title I
Wake Village Elementary	PK-5	76	Title I
Westlawn Elementary	3-5	95	Title I
Texas Middle School	6-8	67	Title I
Texas High School	9-12	57	Title I Eligible

The grant will not include participation of the district's OPTIONS (alternative high school) campus or the Texarkana Virtual Academy.

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